Mapping of *Online Teacher Training (OTT)* modules to EAQUALS Framework

The rationale behind mapping the **Online Teacher Training** (OTT) modules to the **EAQUALS Framework for Language Teacher Training and Development** stems from the need to use an internationally accepted teacher knowledge and competency mapping framework to understand, identify and measure these dimensions in teachers who have undergone training through the OTT modules.

Eaquals is an international member association (www.eaquals.org) and its main mission is to contribute to the enhancement of quality in language teaching and learning. In line with this mission Eaquals has designed the Framework which provides an overview of the key professional competences and skills needed by language teachers. The Framework can be accessed here: www.eaquals.org/our-expertise/teacher-development/the-eaquals-framework-for-teacher-training-and-development/

The modules are mapped to the section *Overview of language teacher competences across three phases of development* and encompass the three developmental phases of the Knowledge and Skills' descriptors so that once the modules are used by participants, they will be in a position to evaluate the efficacy of the training by measuring learner outcome and gauge the degree of change brought about thus. Participants will fill in a self-assessment checklist to get a feedback on Knowledge and Skills' uptake. The main areas and sub-areas described in Knowledge and Skills acquisition in the Eaquals Framework are listed below.

Main areas and their sub-sections

Planning Teaching and Learning	Teaching and Supporting Learning	Assessment of Learning	Language, Communication and Culture	The Teacher as Professional
1 Learner needs and learning processes	1 Teaching methodology	1 Assessment and the curriculum	1 Using the target language effectively with learners	1 Self-assessment and teacher autonomy
2 Curriculum and syllabus (the teaching and learning programme)	2 Resources/Materials	2 Test types - selection, design and administration	2 Applying the principles of the Common European Framework for Reference	2 Collaborative development
3 Lesson aims and outcomes	3 Interacting with learners	3 Impact of assessment on learning	3 Giving sound language models and guidance	3 Exploratory teaching
4 The lesson - tasks, activities and materials	4 Lesson management	4 Assessment and learning processes	4 Handling relevant cultural issues as part of language learning	4 Lesson observation
	5 Using digital media		5 Applying practical insights from linguistics and psycho-linguistics	5 Professional conduct
	6 Monitoring learning			
	7 Learner autonomy			

Building Blocks for Expository Writing

Eaquals Framework	Eaquals Descriptors on 3 Levels	Examples from OTT modules
A. Planning Teaching & Learning		
Key Area 1: Learner needs & learning processes	**Knowledge** Identifying learning styles and needs and finding ways of making learners aware of them. (DP 3) Knowledge of various processes and procedures for finding out about learning needs and their usefulness in different teaching contexts. (DP 2)	Clear classification of different sub-genres of expository texts so that teacher can see how each serves different needs and purposes. Will develop skills in teachers to set relevant objectives and design procedures. (Slide: *Frameworks of expository texts, Types of expository texts, Components*) Demonstrated in *Video* and processes explained by expert.
Key Area 3: Lesson aims & outcomes	**Knowledge** Interdependence of learning outcomes, teaching contexts and individual learners. (DP 2) Knowledge of how target language works with different genres, domains and levels of formality. (DP 2 and DP 3) **Skills**: Analysing and selecting from wide range of language form and functions for a wide range and level of learner needs. (DP 2)	Example evident in teaching how to structure and populate paragraphs for learners at all levels. Example shown in how to create thesis statement and develop an argument in different domains, using appropriate structures.
Key Area 4: Lesson tasks & activities	**Knowledge** The rationale and options for planning lesson stages in different logical sequences.	Demonstrated in video
Eaquals Framework	**Eaquals Descriptors on 3 Levels**	**Examples from OTT modules**
B. Teaching & Supporting Learning		

Key Area 1: Teaching methodology	**Knowledge** Knowledge of principles and rationale behind selection of commonly used teaching approaches, methods and techniques. (DP 2) Role of cognitive and affective factors in the learning process and the development of language competence. (DP 2) **Skills** Engaging in interactive and productive communication. Setting up of a range of language learning activities /techniques and monitoring them. (DP 2)	Methodology for maintaining balance between guided and scaffolded steps and learner autonomy, and learner-centred approach shown. (Slide: *Make learners notice the parts*) Cognitive factors addressed in teaching steps for thesis statement generation techniques, paragraph structuring processes shown. Slides: *How to present the thesis statement* onwards. Hands on practice through slides: *Review 1, Step 1: Identify the reader, Step 2: Create a thesis statement, Step 3: Make an outline along with a thesis statement - A graphic organizer for expository writing*; *Hands-on practice for learners; Using graphic organizers for frames, etc.*
Key Area 3: Interacting with learners	**Knowledge** Knowledge of procedures for flexible switching from one type of activity to another. (DP 2) Concepts and terminology relevant to giving explanations and use of questions at a range of levels. (DP 3) **Skills** Setting up and monitoring activities, giving clear and relevant instructions, setting up multi-level group work. (DP 2 and DP 3)	(Slides: *Frameworks of expository texts, Types of expository texts, Components;* Slides: *Classroom activity to teach how to write topic sentences for expository writing*) Ref.: Video, Slide: *Classroom activity to teach how to write topic sentences for expository writing*
Key Area 4: Lesson management	**Skills** Delivering effective lessons for a wide range of levels. (DP 2) Diagnosing individual learner needs. (DP 2) Assessing, reacting and responding to learner needs at the spur of the moment. (DP 2)	All techniques shown in the module are scalable and extensible and can be adapted for different levels. Step by Step guidance of techniques makes this possible. (Slide: *Teaching learners how to conclude*)
Key Area 6: Monitoring learning	**Knowledge** Uses and shows the impact of feedback and their sources. (DP 2) Reflection is a way to self –assess. **Skills** Advising colleagues on techniques for monitoring learning. (DP 3)	Needs analysis and reflection as pedagogy are built into the module. (Slide Step 1: *Identify the reader*, all the *Review slides*.) Different techniques in the module where monitoring is also embedded as part of the technique, can be shared with colleagues.
Key Area 6: Learner autonomy	**Knowledge** Fairly wide range of techniques for developing and maintaining learner autonomy. (DP 3) **Skills**	Slide: *Make learners notice the parts* helps build learner autonomy.

Eaquals Framework	Eaquals Descriptors on 3 Levels	Examples from OTT modules
	Involving learners in decision making within the lesson. (DP 2)	Giving options, e.g., choosing how to begin an expository text. Slide: *Examples of leads.*

Eaquals Framework	Eaquals Descriptors on 3 Levels	Examples from OTT modules
C. Assessment of Learning		
Key Area 1: Assessment and the curriculum	**Knowledge** Importance of learner's classroom performance in assessing learning needs. (DP 1) **Skills** Delivering feedback to learner in an appropriate manner. (DP 1)	Once teacher has knowledge of learner performance by making the students go through the teaching learning process, they can guide the learner on their present and future direction of progression. The processes shown in the module facilitate this.
Key Area 3: Impact of assessment on learning	**Skills** Applying constructive and systematic approach to handling error. (DP 2)	Will be partially learned in a specific context where techniques are shown step by step and a teacher can give feedback on specific parts of the task, constructively. Slide: *Develop the point*

Eaquals Framework	Eaquals Descriptors on 3 Levels	Examples from OTT modules
D. Language, Communication and Culture		
Key Area 1: Using the target language effectively with learners	**Knowledge** …of ways in which communication difficulties can be overcome using various linguistic and interpersonal strategies. (DP 3) **Skills** Communicating at language level of learners. (DP 2 and DP 3)	Real-time video of classroom interaction shows this. Multiple linguistic and cognitive strategies support to bridge communication gaps. (Slide: *Using graphic organizers for frames*) Exposure to level specific input and activity samples will give teachers competence in communicating with learners at the appropriate levels.
Key Area 3: Giving sound language models and guidance	**Knowledge** Likely areas of difficulty in learning and using the target language up to B2. **Skills** Give correct and well contextualized models and examples of usage. Providing easily understood and comprehensive guidance. (DP 2)	Teachers, after doing the module will be able to pitch tasks and select material based on the proficiency level of learners. Examples shown in the module help a teacher see how to provide learners with right models. (Slide: *A sample conclusion*)

Eaquals Framework	Eaquals Descriptors on 3 Levels	Examples from OTT modules
E. Teacher as Professional		
Key area 1: **Self-assessment and teacher autonomy**	**Knowledge** …of a broad range of self-development processes and strategies. (DP 2) …of a range of tools, resources, and processes to enhance strengths and to address areas of development. (DP 2) **Skills**	After doing this module, teacher will be able to carry out the different tools in a structured manner, repeatedly and across domains. (Slide: *Make learners notice the parts*) Teacher will learn how to adapt, tweak, recycle, and use material interchangeably for different tasks and processes. (Slide:

	Identifying, selecting, recycling, incorporating and exploiting range of tools, processes and resources (DP 2)	*Understanding the reading-writing integrated process)*

Self-Checklist on a scale of 1-5
(1= Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, 5 = Strongly agree)

1. I can identify learning needs in writing and design writing tasks accordingly.
2. I can analyse and select writing tasks based on my lesson aims.
3. I know concepts and terminology for giving explanations at a range of levels when teaching processes for expository writing.
4. I understand the rationale, options and stages for planning writing lessons based on lesson aims and learners' needs.
5. I can give clear and relevant instructions, set up multi-level group work, monitor when teaching writing.
6. I can use techniques for giving learner autonomy and decision-making power to learners during a writing lesson.
7. I can give positive and constructive feedback to learners at different stages of a writing lesson.
8. I can provide appropriate models and examples when teaching writing.

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Ways to Develop Effective Reading Skills

Eaquals Framework	Eaquals Descriptors on 3 Levels	Examples from OTT modules
A. Planning Teaching & Learning		
Key Area 1: Learner needs & learning processes	**Knowledge** Identifying learning styles and needs and finding ways of making learners aware of them. (DP 3) Knowledge of various processes and procedures for finding out about learning needs and their usefulness in different teaching contexts. (DP 2) **Skills** Determining and anticipating learners' language learning needs and learning styles at a range of levels, selecting appropriate ways of finding out about these. (DP 2) Designing procedures to find out about learners' language learning needs in a range	Pedagogical input in the module makes teachers aware of strategies of reading that are being employed for reading different texts. (Slide: *Skills needed for reading*) Pedagogical input facilitates this. (Slide: *What strategies does a reader use to read?*) Teacher will be able to determine levels in different skills of reading with the help of the rubrics shown in the module and estimate learning need. (Slide: *Rubrics to asses a reader*)

	of contexts and setting relevant learning objectives. (DP 3)	
Key Area 2: Curriculum & syllabus	**Knowledge** The way in which the curriculum and the TLPs relate to each other. (DP 2) **Skills** Implementing the school curriculum and TLPs taking learners' needs into account. (DP 2) Planning a logical sequence of lessons based on the TLP and learner needs. (DP 2)	The pedagogy provided will help teachers set the learning objective, after having mapped them to curricular requirements. (Slides: *Skills needed for reading, What strategies does a reader use to read?; Some reading strategies*) The different strategies guide the teacher in mapping learner needs to curriculum. Slide: *Video that shows sequence of TLP*
Key Area 3: Lesson aims & outcomes	**Knowledge** Knowledge of how target language works with different genres, domains and levels. (DP 2 and DP 3) The grammar, vocabulary and pronunciation points and language skills to be taught during a given course. (DP 1) Interdependence of Learning Outcomes, teaching contexts and individual learners. (DP 2) **Skills** Analysing and selecting from a wide range of language forms and functions for a wide range and level of learner needs. (DP 2) Linking language skills development with learners' real-life needs. Organising activities that integrate the use of different language skills.	Module helps a teacher to identify learning outcomes and selecting reading texts and tasks accordingly. The selection of teaching text and additional supports help grow this competence in teachers. Slide: *Some reading strategies: Visualizing texts, Some reading strategies: Make prediction from the text, etc.* Teacher will be able to adapt and tweak the methods learned to suit different genres, levels and domains. Slides: *Some reading strategies: Make inferences,* *Some reading strategies: Understanding the flow of logic by looking at signal words and phrases* Slide *Reciprocal Reading, The SQ3R method of reading*
Key Area 4: Lesson tasks & activities	**Knowledge** Principles and techniques of materials with reference to various teaching contexts. (DP 3) The rationale and options for planning lesson stages in different logical sequences. (DP 2) A wide range of strategies for fostering learning opportunities to develop and sustain learner autonomy. (DP 3) Basic techniques for materials design. (DP 2) **Skills** Selecting and designing teaching materials beyond the coursebook, using other language teaching materials and resources relevant to the learners' needs and learning styles. (DP 2)	Pedagogy underpinning the entire module. Strategies discussed, and techniques shown throughout the module. Techniques shown in the module can be used generically, across disciplines. Teacher will learn from the many examples given in the module on how to use the same techniques with other resources. Slide: *Some reading strategies: Reading and scanning for*

	Deciding on appropriate sequences of activities, timing and pace for lesson phases and activities. (DP 2)	*important information, words or phrases*
	Identifying strengths and areas for further development. (DP 2)	Shown in Video
	Devising activities to develop learner autonomy and study skills for use outside the classroom. (DP 3)	Slides: *Rubrics to asses a reader: Contextual understandings, Conventions, processes and strategies*

Eaquals Framework	**Eaquals Descriptors on 3 Levels**	**Examples from OTT modules**
B. Teaching & Supporting Learning		
Key Area 1: Teaching methodology	**Knowledge** Knowledge of principles and rationale behind selection of commonly used teaching approaches, methods and techniques. (DP 2) **Skills** Effectively using different teaching/learning techniques for the development of receptive skills and engaging in productive and interactive communication. (DP 2) Setting up of a range of language learning activities /techniques and monitoring them (DP 2)	Methodology for reading, and learner–centred approach shown. (Slides: *Some Reading Strategies – Skimming, Scanning, Predicting, etc.*) Slides*: SQ3R method of reading, Reciprocal reading* Slide: *Some reading strategies: Understanding the development of an argument, Steps for Reciprocal Reading, Steps for SQ3R*
Key Area 2: Resources and materials	**Knowledge** The rationale and principles behind the design, sequencing and use of a range of learning resources. (DP 2) Adapting or designing and using resources effectively. (DP 3) **Skills** Selecting, adapting and designing teaching/learning materials for a range of teaching situations to optimise learning outcomes. (DP 2)	Techniques and strategies shown throughout the module guide the teacher in this knowledge and result in dexterous use of them.
Key Area 3: Interacting with learners	**Knowledge** Knowledge of procedures for flexible switching from one type of activity to another. (DP 2) **Skills** Setting up and monitoring activities, giving clear and relevant instructions, setting up multi-level group work. (DP 2 and DP 3)	(Slide: *Strategies to teach reading: Think alouds*) (Video lesson on Reading, Slide: *Steps for Reciprocal Reading*)
Key Area 4: Lesson management	**Skills** Delivering effective lessons for a wide range of levels. (DP 2) Diagnosing individual learner needs. (DP 2) Assessing, reacting and responding to learner needs at the spur of the moment. (DP 2)	All techniques shown in the module are scalable and extensible and can be adapted for different levels. Step by Step Guidance of techniques makes this possible. (Slide: *Reciprocal Reading*)

Key Area 6: Monitoring learning	**Skill** Using some techniques for dealing with learners' errors including self and peer correction, matching interventions appropriately to the type of activity. (DP2)	Will develop to some extent in teaching Reciprocal Reading and SQ3R.
Key Area 7: Learner autonomy	**Knowledge** Fairly wide range of techniques for developing and maintaining learner autonomy. (DP 3) **Skills** Involving learners in decision making within the lesson. (DP 2)	Slides: *Some reading strategies: Understanding the flow of logic by looking at signal words and phrases, Some reading strategies: Visualizing texts* help build learner autonomy. Slide: *Some reading strategies: Generating questions, SQ3R method of reading*

Eaquals Framework	**Eaquals Descriptors on 3 Levels**	**Examples from OTT modules**
C. Assessment of Learning		
Key Area 1: Assessment and the curriculum	**Knowledge** Importance of learner's classroom performance in assessing learning needs. (DP 1) The principles and application of techniques of "assessment for learning". (DP 3) **Skills** Monitoring classroom learning to identify learning needs and achievement. (DP 1)	Slide: *Rubrics to asses a reader* – these slides will give teachers the basics of what to assess when teaching reading. Teacher will monitor based on rubrics given.

Eaquals Framework	**Eaquals Descriptors on 3 Levels**	**Examples from OTT modules**
D. Language, Communication and Culture		
Key Area 1: Using the target language effectively with learners	**Knowledge** The ways in which communication difficulties can be overcome using various linguistic and interpersonal strategies. (DP 3) **Skills** Communicating at language level of learners. (DP 2 and DP 3)	All techniques and strategies demonstrated in the module will help build bridges linguistically.
Key Area 3: Giving sound language models and guidance	**Knowledge** …of likely areas of difficulty in learning and using the target language up to B2. **Skills** Give correct and well contextualized models and examples of usage. Providing easily understood and comprehensive guidance. (DP 2)	Teachers, after doing the module will be able to pitch tasks and select materials based on the proficiency level of the learners. Examples shown in the module help a teacher see how to provide learners with right models.

Eaquals Framework	**Eaquals Descriptors on 3 Levels**	**Examples from OTT modules**
E. Teacher as Professional		

| Key Area 1: Self-assessment and teacher autonomy | **Knowledge** Of a broad range of self-development processes and strategies. (DP 2) Of a range of tools, resources, and processes to enhance strengths and to address areas of development. (DP 2) **Skills** Identifying, selecting, recycling, incorporating and exploiting a range of tools, processes and resources. (DP 2) | After doing this module, teacher will be able to carry out the different tools in a structured manner, repeatedly and across domains. Teacher will learn how to adapt, tweak, and recycle, and use material interchangeably for different tasks and processes. |

Self-Checklist on a scale of 1-5
(1= Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, 5 = Strongly agree)

1. I can identify learning needs and map them to different reading contexts.
2. I know the rationale and options for planning lesson stages and developing reading lessons with logical sequence, based on learner needs.
3. I can create a range of language learning activities based on the level of learners' reading needs and learning outcomes.
4. I can give clear and relevant instructions, set up multi-level group work, monitor in a reading lesson.
5. I can use techniques for developing learner autonomy and give decision-making power to learners during the reading lesson.
6. I can provide appropriate and well contextualized models and examples for illustration during a reading lesson.
7. I can use a range of tools, resources, and processes to teach the sub-skills of reading.
8. I can use a range of techniques to check reading comprehension.

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Elicitation in the Classroom

Eaquals Framework	Eaquals Descriptors on 3 Levels	Examples from OTT modules
A. Planning Teaching & Learning		
Key Area 1: Learner needs & learning processes	**Knowledge** The rationale for identifying learning needs and styles and finding ways of making learners aware of them (DP 1) and how they are likely to differ from learner to learner. (DP 2) Knowledge of various processes and procedures for finding out about learning	Explanation of what 'Elicitation' is, why it is necessary and how it is done for students at various levels of learning is explained. (Slides: *Understanding the context, Meaning of elicitation, Implication of elicitation, Reasons for elicitation*)

	needs and their usefulness in different teaching contexts. (DP 2) **Skills** Determining and anticipating learners' language learning needs and learning styles at a range of levels, selecting appropriate ways of finding out about these. (DP 2) Basing lesson and course design and the selection of learning activities on learners' needs. (DP 2)	Demonstrated in *Video,* processes explained by expert, Slides: *Question Types, Guidelines for effective questioning, When to elicit.* *Can be learned through the various options for techniques shown, (*Slide: *Ways to elicit and the details on each of the techniques)*
Key Area 3: Lesson aims & outcomes	**Knowledge** …of the grammar, vocabulary and pronunciation points and language skills, the basic components and functions of spoken and written communication and interaction (grammar, vocabulary, pronunciation, spelling, body language, etc.) (DP 1) Anticipating common areas of difficulty within a limited range of teaching contexts, and planning ways of overcoming these. (DP 1) Interdependence of learning outcomes, teaching contexts and individual learners. (DP 2) **Skills** Linking language skills development with learners' real-life needs. (DP 2) Differentiating learning objectives in the light of learners' needs. (DP 2)	This is the basic premise on which the OTT modules are built. This knowledge is had from previous knowledge. Further strengthened through slides like *Reasons for elicitation, Guidelines for effective questioning, When to elicit, etc.*) Learner needs will be partially gauged through the slides, *When to elicit, Pre-Teaching, What to pre-teach through elicitation?* *Review* tasks help reflect on this aspect. Learning objectives of learners can be concretized when a teacher learns the following: *How can we make eliciting words effective, Effective ways to elicit* Using different strategies for students with different learning needs, Slide: *Effective ways to elicit.*
Key Area 4: Lesson tasks & activities	**Knowledge** Some possible ways of organising lessons and varying activities through a limited range of practice activities, and interaction types relevant to the needs of learners (DP 1) and the cognitive demands of these types of activities (DP 2). Basic techniques for materials design (DP 2) The rationale and options for planning lesson stages in different logical sequences. (DP 2)	Techniques shown in slides like *Using probes to elicit, Non-verbal elicitations, Using WH framework to elicit, Elicitation through Socratic Questionin*g offer knowledge in a variety of elicitation and interaction types. Many strategies have been shown step by step to guide teachers on how to design and use different TL materials. Specific techniques need specific processes and sequences. Some have been shown, e.g., *Elicitation through Socratic Questioning* Slide: *Using WH framework to elicit*

	Skills Critically assessing, selecting and using approaches and strategies to enhance learning opportunities. (DP 3) Selecting and creating teaching resources based on authentic materials, adapting them to suit the learners' language level and needs. (DP 3) Selecting or developing a variety of teaching procedures, techniques and activities for use by other teachers. (DP 3)	Techniques shown in slides like *See how it is done* and *Using probes to elicit, Using a picture* teach how to use different kinds of materials, including authentic material. Slide: *Techniques for eliciting vocabulary, Using probes to elicit,* etc. may be shared with other teachers teaching other subjects as well.
Eaquals Framework	**Eaquals Descriptors on 3 Levels**	**Examples from OTT modules**
B. Teaching & Supporting Learning		
Key Area 1: Teaching methodology	**Knowledge** Concepts and meta-language needed for handling simple explanations and answering basic language questions at lower levels. (DP 1) Knowledge of principles and rationale behind selection of commonly used teaching approaches. (DP 2)	Concepts and meta-language needed are demonstrated for levels ranging from lower to higher levels, e.g., Slides: *How can we make eliciting words effective?, Effective ways to elicit.* Methodology for maintaining balance between guided and scaffolded steps and learner autonomy, and learner–centred approach shown. (Slides: *How to extend the probe, Techniques for eliciting vocabulary)* Different ways to elicit are shown so that a learner's processing and productive skills as well as capability to interact are enhanced. (Slide: *How to extend the probe)*
	Skills Using basic teaching techniques for developing receptive skills and encouraging productive and interactive communication (DP 1) Using classroom language appropriate to the level of the learners. (DP 1) Effectively using different teaching/learning techniques for the development of receptive skills and engaging in productive and interactive communication. (DP 2) Using a range of core techniques to present and promote practice and support learning of the target language, e.g., vocabulary. (DP 1) Setting up of range of language learning activities /techniques and monitoring them. (DP2)	The various techniques that are shown offer the teacher a range of strategies to choose from, depending on the level of the learners. (Slide*: Techniques for eliciting vocabulary)* Exposure through video and expert narrative, strategies for classroom interaction, e.g., Slides: *Strategies for thinking-aloud type of elicitation, KWL, Elicitation strategies during pre-teaching, etc.* Basic techniques for supporting the learning of vocabulary, e.g., *Techniques for eliciting vocabulary.*

Key Area 2: Resources and materials	**Knowledge** Creating simple learning materials in line with learners' interests and needs to complement other resources. (DP1) **Skills** Selecting, adapting and designing teaching/learning materials for a range of teaching situations to optimise learning outcomes (DP2)	Slides: See how it is done, using a picture, non-verbal elicitations Slide: *Elicitation through Socratic Questioning*
Key Area 3: Interacting with learners	**Knowledge** The principles and procedures for effective management of a broad range of interaction modes for optimising learning, including the flexible switching from one type of activity to another. (DP 2) Concepts and terminology relevant to giving explanations and answering language and use questions at a fairly wide range of levels. (DP 2) **Skills** Efficiently setting up and monitoring a broad range of classroom language learning activities, flexibly alternating between whole-class and pair, group, and individual work, to optimise learning outcomes. (DP 2) Helping learners to activate their existing learning strategies to prepare for and carry out tasks. (DP 2)	(Various ways of querying to teach how to interact with learners through elicitation, e.g., Slides: *Using WH framework to elicit, Elicitation through Socratic Questioning,* Video, with SME explaining concepts and terminology. The entire module shows various ways to ask questions and seek responses, e.g., the funnel questioning technique. Setting up the class for Socratic Questioning or setting up question probes will help teachers build the skill of exploring different interactional patterns. Slide*: KWL strategy for elicitation*
Key Area 4: Lesson management	**Skills** Organising longer teaching and learning sequences, building in variety, improvisation a means of sustaining learner engagement and motivation (DP 2)	Techniques showing how to use the WH funnel or Socratic frameworks help keep the learner engaged and motivated for long periods of time.
Key Area 6: Monitoring learning	**Knowledge** Uses the impact of Feedback and their sources. (DP 2) The role of errors in the development of learners' language proficiency and in language learning. (DP 2) **Skills** Giving feedback that is both useful and encouraging, helping learners to identify progress in learning and ways of seeking further practical support. (DP2)	Using learner response to generate further elicitation is a technique that is shown through structured steps. (Slide: Step 1: *Strategies for thinking-aloud type of elicitation* While teaching some of the strategies, the teacher will learn how to turn the errors of the learners into an advantage and use them to elicit further, e.g., deeper probes. Ways to lead the response feedback chain is demonstrated throughout the module.
Key Area 6: Learner autonomy	**Knowledge**	Slide: *KWL strategy for elicitation* helps build learner autonomy.

Eaquals Framework	Eaquals Descriptors on 3 Levels	Examples from OTT modules
	Fairly wide range of techniques for developing and maintaining learner autonomy. (DP 3)	

Eaquals Framework	Eaquals Descriptors on 3 Levels	Examples from OTT modules
C. Assessment of Learning		
Key Area 1: Assessment and the curriculum	**Knowledge** Importance of learner's classroom performance in assessing learning needs. (DP 1) **Skills** Delivering feedback to learner in an appropriate manner. (L1)	Once teacher has knowledge of learner through the elicitation process, they can guide the learner on their present and future direction of progression. The processes shown in the module facilitate this.
Key Area 3: Impact of assessment on learning	**Skills** Delivering feedback to the learner and helping the learner to use this in the further planning and development of their learning. (DP 2) Applying constructive and systematic approach to handling error. (DP 2)	Elicitation processes shown also embed processes for giving feedback and building on learning gaps. E.g., slides on *How to extend the probe.*

Eaquals Framework	Eaquals Descriptors on 3 Levels	Examples from OTT modules
D. Language, Communication and Culture		
Key Area 1: Using the target language effectively with learners	**Knowledge** …of ways in which communication difficulties can be overcome using various linguistic and interpersonal strategies. (DP 3) **Skills** Communicating at language level of learners (DP 2 and DP 3)	Real time video of classroom interaction shows this. Multiple linguistic and cognitive strategies support to bridge communication gaps. (Slides: *Using probes to elicit*, *Techniques for eliciting vocabulary, Ways to elicit*) Exposure to level specific elicitation will give teachers competence in communicating with learners at the appropriate levels.
Key Area 3: Giving sound language models and guidance	**Knowledge** Likely areas of difficulty in learning and using the target language up to B2. **Skills** Give correct and well contextualized models and examples of usage. Providing easily understood and comprehensive guidance. (DP 2)	Teachers, after doing the module will be able to pitch questioning based on the cognitive level of learners. Examples shown in the module help a teacher see how to provide learners with right models. (Slide: *How to elicit using probes*)

Eaquals Framework	Eaquals Descriptors on 3 Levels	Examples from OTT modules
E. Teacher as Professional		
Key Area 1: Self-assessment and teacher autonomy	**Knowledge** Of a broad range of self-development processes and strategies. (DP 2)	After doing this module, teachers will be able to carry out the different tools and strategies in a structured manner, repeatedly, and across domains. (Slide: *Elicitation through Socratic Questioning*)

	Of a range of tools, resources, and processes to enhance strengths and to address areas of development. (DP 2)	
	Skills Identifying, selecting, recycling, incorporating and exploiting range of tools, processes and resources. (DP 2)	Teacher will learn how to adapt, tweak, and recycle, and use material interchangeably for different tasks and processes. (Slide: *Using WH framework to elicit*)

Self-Checklist on a scale of 1-5
(1= Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, 5 = Strongly agree)

1. I have the knowledge of learner needs of elicitation at a range of levels.
2. I have the knowledge of appropriate ways of finding out about knowledge-gaps through different elicitation processes.
3. I have knowledge of closed and open-ended questions and can design them for purposes of elicitation.
4. I am able to identify when and what kind of elicitation is required.
5. I can critically assess and select type of elicitation to assess learner understanding.
6. I can use the various stages of elicitation for purposes of comprehension check and deep probing.

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Developing Effective Critical Listening Skills in Learners

Eaquals Framework	Eaquals Descriptors on 3 Levels	Examples from OTT modules
A. Planning Teaching & Learning		
Key Area 1: Learner needs & learning processes	**Knowledge of** the rationale for identifying learning needs and styles and finding ways of making learners aware of them (DP1) and how they are likely to differ from learner to learner (DP2). Knowledge of various processes and procedures for finding out about learning needs and their usefulness in different teaching contexts. (DP 2) **Skills** Designing procedures to find out about learners' language learning	Explanation of what 'critical listening' is, why it is necessary and how it is done for students at various levels of learning is explained. Differences with active listening explained with examples. (Slide: *Responsibilities in Critical Listening, What is the difference between active listening and critical listening?*) Slides: *Traditional way of teaching Listening, Tasks and Activities in OUP books that develop critical listening in Learner, When does listening involve critical thinking?* Demonstrated in *Video*, processes explained by expert, Slide: *Sample*

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	needs in a range of contexts and setting relevant learning objectives. (DP 3) Basing lesson and course design and the selection of learning activities on learners' needs. (DP 2)	*activities used in various stages of Critical Listening.* Slides: *Strategies to check for attributes of critical listening, Some ideas for critical listening activities for young learners, Frameworks: Moving from simple listening to critical listening*
Key Area 2: Curriculum & syllabus	**Knowledge** The principles and rationale behind the school curriculum and syllabuses, and the way these relate to the needs of learners. (DP 2) The way in which the curriculum and the TLPs relate to each other. (DP 2) **Skills** Implementing the school curriculum and TLPs taking learners' needs into account. (DP 1)	Slides: *What is Critical Listening, Responsibilities in critical listening, Things to learn from critical listening, How critical thinking is linked with critical listening* Slides: *Applying the framework to a poem, Method used in teaching traditional listening tas*k
Key Area 3: Lesson aims & outcomes	**Knowledge of** language skills to be taught during a given course. (DP 1) The interdependence of learning outcomes, the teaching context and individual learners (DP 2) Common areas of difficulty within a limited range of teaching contexts, and ways of overcoming them (DP 1) Successfully balancing objectives that relate to language systems, language skills, and language use. (DP 2) Interdependence of learning outcomes, teaching contexts and individual learners. (DP 2) Analysing and developing plans for teaching all main formal and functional aspects of the target language and communication across all levels. (DP 3) **Skills**	Ways to develop different kinds of listening skills have been discussed and shown. Knowledge about critical listening as different from active listening is explained. Exposure to context of different kinds of critical listening and the rationale behind the various objectives and their outcomes are presented throughout the module. Challenges addressed in slide: *Pitfalls to watch out for in critical listening.* Objectives of specific target objectives discussed and shown with examples. *Slides: How to uncover assumptions, How to separate facts and opinions* *Review* tasks help reflect on this aspect. Throughout the module, teachers will learn how to transfer their knowledge on critical listening to functional aspects of the language and communication. The knowledge and skills learned here may be used for real-world requirements. Slides: *How to be open to new ideas, How to rely on reason*

	Linking language skills' development with learners' real-life needs (DP 2) Organising activities that integrate the use of different language skills. (DP 2) Matching thematic content and topics of lessons with linguistic aims. (DP 2)	*and common sense, How to relate ideas, etc.* In this module teachers learn how to organize activities that help develop critical listening skills. The thematic content in this module becomes secondary to the primary interest which is developing different kinds of critical listening. Slides: *Frameworks: Moving from simple listening to critical listening - Probing reasons and evidence*
Key Area 4: Lesson tasks & activities	**Knowledge** Some possible ways of organising lessons and varying activities through a limited range of practice activities and interaction types relevant to the needs of learners (DP 1) and the cognitive demands of these types of activities (DP 2). Basic techniques for materials design. (DP 2) Rationale and options for planning lesson stages in different logical sequences. (DP 2)	Techniques shown in slides: *Framework slides, Critical listening with narratives for young learners, Strategies to check for attributes of critical listening,* etc., offer knowledge in a variety of critical listening strategies. Many strategies have been shown step by step to guide teachers on how to design and use different TL materials. Specific techniques need specific processes and sequences. Some have been shown, e.g., *Frameworks: Moving from simple listening to critical listening - Probing assumptions, Frameworks: Moving from simple listening to critical listening - Probing viewpoint and perspectives* Slides: *Different Framework slides*
	Skills Critically assessing, selecting and using approaches and strategies to enhance learning opportunities. (DP 3) Selecting and creating teaching resources based on authentic materials, adapting them to suit the learners' language level and needs. (DP 3) Selecting or developing a variety of teaching procedures, techniques and activities for use by other teachers. (DP 3) Incorporating into learning activities a wide range of techniques to support the development of learner autonomy and study skills. (DP 3)	Techniques shown in the above-mentioned slides help teach how to use different kinds of material, including authentic material for critical thinking and listening. Slide: All techniques learned in the *Framework* slides may be shared with other teachers teaching other subjects as well. Techniques shown here may be used on learners to make them autonomous critical thinkers and listeners.

Eaquals Framework	Eaquals Descriptors on 3 Levels	Examples from OTT modules
B. Teaching & Supporting Learning		
Key Area 1: Teaching methodology	**Knowledge** Concepts and meta-language needed for handling simple explanations and answering basic language questions at lower levels. (DP 1) Knowledge of principles and rationale behind selection of commonly used teaching approaches. (DP 2) **Skills** Using basic teaching techniques for developing receptive skills and encouraging productive and interactive communication. (DP 1) Using classroom language appropriate to the level of the learners. (DP 1)	Concepts and meta-language needed are demonstrated for levels ranging from lower to higher levels, e.g., Slide: *What is the difference between active listening and critical listening?* Methodology for teaching different ways to listen critically, evoking higher order thinking shown in slides like *Things to learn from critical listening, Using debates for Critical Listening.* The various techniques that are shown offer the teacher a range of strategies to choose from, depending on the level of the learners. Slide: *Techniques for eliciting vocabulary* Input and language is made age-appropriate, e.g., Slides: *Some ideas for critical listening activities for young learners, Cues to identify the critical message, Cues to identify the critical message.* The many options provided by way of activities allow for evaluation of appropriacy and efficacy of activities.
Key rea 2: Resources and materials	**Knowledge** Creating simple learning materials in line with learners' interests and needs to complement other resources. (DP 1) **Skills** Selecting, adapting and designing teaching/learning materials for a range of teaching situations to optimise learning outcomes. (DP 2)	Slide: See how it is done, using a picture, non-verbal elicitations Slides: *How to relate ideas, How to do note taking, How to uncover assumptions,* etc.
Key Area 3: Interacting with learners	**Knowledge** Concepts and meta-language relevant to handling simple explanations and answering basic language questions at two or three levels. (DP 1) Concepts and terminology relevant to giving explanations and use questions	Various ways of querying teach how to interact with learners through elicitation, e.g., Slides: *Six ways to improve your critical listening, Frameworks: Moving from simple listening to critical listening, How to separate facts and opinions* Video, with SME explaining concepts and terminology. The entire

	at a fairly wide range of levels. (DP 2)	module explains various terms related to critical listening.
	Skills Efficiently setting up and monitoring a broad range of classroom language learning activities, flexibly alternating between whole-class and pair, group, and individual work, to optimise learning outcomes. (DP 2) Giving clear, relevant instructions for a variety of activity types, including for efficient changes of activity or interaction format. (DP 2)	When setting up the class to give hands-on practice on the *Frameworks for moving from simple listening to critical listening: Probing reasons and evidence, Probing viewpoint and perspectives, Probing assumptions,* the teacher will be able to try out various interaction patterns. Slide: *KWL strategy for elicitation*
Key Area 4: Lesson management	**Skills** Creating a positive and constructive classroom atmosphere. (DP 1) Organising longer teaching and learning sequences, building in variety, improvisation as a means of sustaining learner engagement and motivation. (DP 2)	Activities like the jigsaw and dictogloss, both of which require longer T/L sequences.
Key Area 6: Monitoring learning	**Skill** Identifying learners' errors and using a basic range of techniques to correct them at a limited range of levels. (DP 1)	Some of the techniques shown in the module help to insert deep probes to develop critical listening. Errors made here will get identified because of the step-by-step treatment of the process and get addressed.
Key Area 7: Learner autonomy	**Knowledge** Some techniques for developing learner autonomy. (DP 1)	Slide: *How to do note taking* helps build learner autonomy.
Eaquals Framework	**Eaquals Descriptors on 3 Levels**	**Examples from OTT modules**
C. Assessment of Learning		
Key Area 1: Assessment and the curriculum	**Knowledge** Importance of learner's classroom performance in assessing learning needs. (DP 1) **Skill** Delivering feedback to learner in an appropriate manner. (DP 1)	Once teacher has knowledge of learner while teaching processes of critical listening, they can guide the learner on remediation, learning gaps or progression. The processes shown in the module facilitate this.
Key Area 3: Impact of assessment on learning	**Skill** Delivering feedback to the learner and helping the learner to use this in the further planning and development of their learning. (DP 2) Applying constructive and systematic approach to handling error. (DP 2)	Listening processes shown here also embed processes for giving feedback and building on learning gaps. Slides on *Framework: Probing Implications & Consequences*
Eaquals Framework	**Eaquals Descriptors on 3 Levels**	**Examples from OTT modules**
D. Language, Communication and Culture		

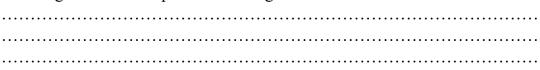| Key Area 1: Using the target language effectively with learners	**Knowledge** The causes of communication difficulties of learners with low and intermediate levels of proficiency. (DP 1) **Skills** Communicating at language level of learners. (DP 2 and DP 3)	Teachers will learn to identify aspects of critical listening that learners find difficult to process and how they hamper proficiency, and address the gap using some of the strategies shown in this module. Exposure to level specific design and implementation of critical listening will give teachers competence in using these strategies with learners at the appropriate levels.
Key Area 3: Giving sound language models and guidance	**Knowledge** Likely areas of difficulty in learning and using the target language up to B2. **Skills** Give correct and well contextualized models and examples of usage. Providing easily understood and comprehensive guidance. (DP 2)	Teachers, after doing the module will be able to offer critical listening input based on the cognitive level of learners. Examples shown in the module help a teacher see how to provide learners with right models. Slide: *Six ways to improve your critical listening*
Eaquals Framework	**Eaquals Descriptors on 3 Levels**	**Examples from OTT modules**
E. Teacher as Professional		
Key Area 1: **Self-assessment and teacher autonomy**	**Knowledge** Of a broad range of self-development processes and strategies. (DP 2) Of a range of tools, resources, and processes to enhance strengths and to address areas of development. (DP 2) **Skills** Identifying, selecting, recycling, incorporating and exploiting range of tools, processes and resources. (DP 2)	After doing this module, teacher will be able to carry out the different tools and strategies in a structured manner, repeatedly, and across domains. (Slide: *How to relate ideas, How to rely on reason and common sense, How to uncover assumptions,* etc.) Teacher will learn how to adapt, tweak, and recycle, and use material interchangeably for different tasks and processes.

Self-Checklist on a scale of 1-5
(1= Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, 5 = Strongly agree)

1. I understand the need to develop the skill of critical listening.
2. I know the principles and rationale behind selection of commonly used teaching approaches for developing critical listening.
3. I know different kinds of critical listening and their uses.
4. I can link development of critical listening with learners' real-life needs.

5. I can identify the rationale and use options for planning lesson stages in a critical listening lesson.
6. I can select, adapt and design teaching/learning materials for a range of critical listening activities to optimise learning outcomes.

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Encouraging Students to Speak in the Classroom

Eaquals Framework	Eaquals Descriptors on 3 Levels	Examples from OTT Modules
A. Planning Teaching and Learning		
Key Area 1: Learner needs & learning processes	**Knowledge** The main areas where learning needs and learning styles are likely to differ from learner to learner. (DP 2) Knowledge of the principles behind various procedures and processes to identify learning needs, and how they relate to differing teaching contexts. (DP 3)	Clear classification of different kinds of speech acts so that teacher can see how each serves different needs and purposes. Will develop skills in teachers to set relevant objectives and design procedures. (Slides: *Factors to consider when planning speaking lesson, Strategies to teach speaking, 3 kinds of speaking acts.*)
	Skills Designing procedures to find out about learners' language learning needs in a range of contexts and setting relevant learning objectives. (DP 3) Basing lesson and course design and the selection of learning activities on learners' needs (DP 2)	Demonstrated in *Video* and processes explained by expert; different speaking activities and processes to teach them; how to make selection of activities, based on objectives.
Key Area 3: Lesson aims & outcomes	**Knowledge** The roles of grammar, vocabulary and pronunciation in spoken communication	E.g., evident in sections on *3 kinds of speaking acts; Speech as interaction, transaction, performance.*
	A wide range of aspects of communication and language: transaction versus interaction; speech versus writing (DP 2) The interdependence of learning outcomes, the teaching context and individual learners (DP 2)	E.g., foundation for concept of this inter-dependence discussed in Slides: *What oral production involves, Factors to consider when planning speaking lesson, Strategies to teach speaking: Giving options/Giving feedback.*
	Skills Analysing and selecting a wide range of language functions, forms and features of communication relevant to lesson objectives in the TLP for a wide range of level and learner needs. (DP 2)	All the examples which show speech as social interaction, transaction and performance will develop these skills.

	Linking language skills' development with matching thematic content and topics of learners' real-life needs. (DP 2)	Slides which explain when to use controlled, semi-controlled and free speaking activities will develop this competence.
	Anticipating procedural, affective as well as linguistic learning problems, and thinking of appropriate solutions to use during the lesson. (DP 2)	
	Adapting lesson aims in the light of previous lesson outcomes, and planning activities for recycling and revision. (DP 2)	
Key Area 4: Lesson tasks & activities	**Knowledge** A wide range of presentation techniques, practice activities, interaction patterns and assessment procedures relevant to learners' needs, and the cognitive demands of these types of activities. (DP 2)	Slides showing different speaking activities, like, gap-fills, brainstorming, storytelling, reporting, picture narration, etc.
	Basic techniques for materials design (DP 2)	
	Strategies for fostering learning opportunities in the classroom (DP 2)	
	Skills Selecting and designing teaching materials beyond the coursebook (DP 2)	E.g., Slide information & opinion gaps
	• Critically assessing, selecting and using approaches and strategies to enhance learning opportunities. (DP 3)	
	• Selecting and creating teaching resources based on authentic materials, adapting them to suit the learners' language level and needs. (DP 3)	Examples such as *Slide survey* show how to use authentic material for teaching speaking.
Eaquals Framework	**Eaquals Descriptors on 3 Levels**	**Examples from OTT Modules**
B. **Teaching & Supporting Learning**		

Key Area 1: Teaching methodology	**Knowledge** Knowledge of principles and rationale behind selection of commonly used teaching approaches, methods and techniques. (DP 2) Key issues in learning theory relevant to language learning (DP 2) **Skill** Effectively using different teaching/learning techniques for the development of receptive skills and engaging in productive and interactive communication. Efficiently setting up and running a wide range of classroom language learning activities and techniques, and monitoring their effectiveness. (DP 2) Using a broad range of teaching approaches and techniques effectively and flexibly to fully develop receptive and productive skills. (DP 2)	Methodology for maintaining balance between guided and scaffolded steps and learner autonomy, and learner–centred approach shown. (Slide: *Things needed to facilitate speaking*) Slides: *Strategies to Teach Speaking: providing opportunities, What oral production involves, 2 basic types of oral production activities* *Slides to demonstrate various kinds of activities for oral production.*
Key Area 2: Resources and materials **Key Area 3: Interacting with learners**	**Knowledge** Selecting, adapting and designing teaching/learning materials for a range of teaching situations to optimise learning outcomes. (DP 1) Selecting, adapting and designing teaching/learning materials for a range of teaching situations to optimise learning outcomes. (DP 2) Basic principles and procedures for managing teacher-class interaction - whole class teaching, group work, pair work, or individual activities. (DP 1) Concepts and meta-language relevant to handling simple explanations and answering basic language questions at two or three levels. (DP 1) **Skills** Setting up and monitoring activities, giving clear and relevant instructions, setting up multi-level group work. (DP 2 and DP 3).	The section which deals with the three kinds of speeches, and focusses on identifying and selecting teaching activities for optimal learning. (Slides: *Why is speaking Important, Things needed to facilitate speaking, Strategies to teach speaking,* etc.*)* Video slide on ***Information and Opinion Gaps*** shows how to give instructions.

Key Area 4: Lesson management	**Skills** Delivering effective lessons for a wide range of levels (DP 2) Diagnosing individual learner needs. (DP 2)	All techniques shown in the module are scalable and extensible and can be adapted for different levels. Step by step guidance of techniques makes this possible. (Slide: *Types of speaking activities* shows examples of how these activities must be done.**)**
Key Area 6: Learner autonomy	**Knowledge** Some techniques for developing learner autonomy (DP 1)	Slides that provide examples on how speech can be used as performance help build learner autonomy.

Eaquals Framework	**Eaquals Descriptors on 3 Levels**	**Examples from OTT Modules**
C. Assessment of Learning		
Key Area 1: Assessment and the curriculum	**Knowledge** The importance of learners' classroom performance in assessing learning needs The relationship between intended learning outcomes as specified by the institution and the principles of assessment being applied. (DP 1)	The types of speaking activities shown in the modules inform the teacher about the expected learning outcomes of the different teaching activities and what need to be assessed.

Eaquals Framework	**Eaquals Descriptors on 3 Levels**	**Examples from OTT Modules**
D. Language, Communication and Culture		
Key Area 1: Using the target language effectively with learners	**Knowledge** The causes of the communication difficulties of learners with low and intermediate levels of proficiency. (DP 2) …of ways in which communication difficulties can be overcome using various linguistic and interpersonal strategies. (DP 3) **Skills** Identifying and overcoming communication difficulties and maintaining communication flow. (DP 3)	Activities have been shown that will help overcome interpersonal communication gaps. (Slides: *Examples showing survey, role play, simulation, discussion*) Exposure to level specific input and activity samples will give teachers competence in communicating with learners at the appropriate levels.

Key area 3: Giving sound language models and guidance	**Knowledge** Likely areas of difficulty in learning and using the target language up to B2.	Teachers, after doing the module will be able to pitch tasks and select materials based on the proficiency level of learners.
	Skills Give good and correct models of language and paralinguistic features of usage for learners up to B1 level, for example: • good pronunciation models (sounds, stress and intonation) • correct models of written language (grammar, style, spelling) DP 1	Examples in the module help a teacher see how to provide learners with right models. The Video with subject matter expert's inputs provide guidance on this.
	Give correct and well contextualized models and examples of usage	Examples of different types of activities provide this.
	Providing easily understood and comprehensive guidance (DP 2)	
Eaquals Framework	**Eaquals Descriptors on 3 Levels**	**Examples from OTT Modules**
	E. Teacher as Professional	
Key Area 1: Self-assessment and teacher autonomy	**Knowledge** Of a broad range of self-development processes and strategies (DP 2) Of a range of tools, resources, and processes to enhance strengths and to address areas of development (DP 2)	After doing this module, teachers will be able to carry out the different tools in a structured manner, repeatedly and across domains. (Slides: *Types of speaking activities*)
	Skills Identifying, selecting, recycling, incorporating and exploiting range of tools, processes and resources (DP 2)	Teacher will learn how to adapt, tweak, and recycle, and use material interchangeably for different tasks and processes. (Slides: *Types of speaking activities, Tasks shown to develop structured, semi-controlled and communicative output.*)

Self-Checklist
(1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, 5 = Strongly agree)

1. I can identify learning needs in speaking tasks.
2. I know the basic concepts that inform the rationale as to why I choose particular speaking tasks.
3. I understand the rationale, options and stages for planning speaking lessons, based on lesson aims and learners' needs
4. I can decide when to choose structured, semi-controlled or communicative speaking tasks.
5. I can give clear and relevant instructions and set up pair or group work for a speaking activity.

6. I can give clear and relevant instructions for a speaking activity.
7. I can give positive and constructive feedback to learners at different stages of a speaking lesson.
8. I can provide appropriate models and examples when teaching speaking.

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Phonemic Awareness and Teaching Phonics

Eaquals Framework	Eaquals Descriptors on 3 Levels	Examples from OTT Modules
A. Planning Teaching & Learning		
Key Area 1: Learner needs & learning processes	**Knowledge** The rationale for identifying learning needs and styles and finding ways of making learners aware of them. (DP 1) Knowledge of various processes and procedures for finding out about learning needs and their usefulness in different teaching contexts. (DP 2) **Skill** Determining and anticipating learners' language learning needs and learning styles at a range of levels, selecting appropriate ways of finding out about these. (DP 2) Basing lesson and course design and the selection of learning activities on learners' needs (DP2)	Explanation of rationale and essential terminology and difference between phonics, phonemic awareness and phonetics. (Slide: *Why develop phonemic and phonological awareness?; Phonological awareness, Phonics, Phonemic awareness*) Demonstrated in *Video,* processes explained by expert, slides explaining how sounds may be taught to learners, e.g., *Identification of position of sound, Activities for minimal pairs.* Can be learned through the various options for techniques shown, *(*Slides: *Activities for sound differentiation, Activities for teaching rhyme, Activities using minimal pairs)*
Key Area 2: Curriculum & syllabus		
Key Area 3: Lesson aims & outcomes	**Knowledge** Pronunciation points and language skills to be taught during a given course (DP 1) Basic components and functions of spoken and written communication and interaction (grammar, vocabulary, pronunciation, spelling, body language, etc.) (DP 1) Common areas of difficulty within a limited range of teaching contexts, and ways of overcoming them. (DP 1)	Shared through discussion on phonemic awareness, phonological awareness, phonics, and why all of these should be taught. Strengthened through slides like *Activities to develop phonemic awareness, Basic phonics, How we produce the sounds, Basic rules you can teach students.* Learner needs will be partially gauged through the slides, *How we*

		produce the sounds, Identification of position of sound, etc. *Review* tasks help to reflect on these aspects. Learning objectives of learners can be concretized when a teacher learns the following: *Strategies for ear sensitization & training.*
	Interdependence of learning outcomes, teaching contexts and individual learners (DP 2)	
	Skills Linking language skills' development with learners' real-life needs (DP 2) Differentiating learning objectives in the light of learners' needs (DP 3)	Using different strategies for students with different learning needs. Slides: *Strategies for ear sensitization & training, Sensitizing students towards the syllable.*
Key Area 4: Lesson tasks & activities	**Knowledge** Some possible ways of organising lessons and varying activities through a limited range of practice activities, and interaction types relevant to the needs of learners (DP 1), and the cognitive demands of these types of activities (DP 2).	Techniques shown in slides like *Teaching the syllable, Strategies for ear sensitization & training, Sensitizing students towards the syllable* offer knowledge in a variety of ways to sensitize the students.
	Basic techniques for materials design (DP2)	Many strategies have been shown step by step to guide teachers on ear training.
	Rationale and options for planning lesson stages in different logical sequences (DP 2)	Specific techniques need specific processes and sequences. Some have been shown, e.g., *Strategies to teach syllables.*
	Skills Deciding on appropriate sequences of activities, timing and pace for lesson phases and activities, matching these to learners' progress and needs. (DP 2)	Slide: *Strategies to teach syllables* Techniques shown in slides like *How we produce the sounds, Basic Rules you can teach students,* demonstrate ways one can differentiate between sounds.
Eaquals Framework	**Eaquals Descriptors on 3 Levels**	**Examples from OTT Modules**
B. Teaching & Supporting Learning		
Key Area 1: Teaching methodology	**Knowledge** Concepts and meta-language needed for handling simple explanations and answering basic language questions at lower levels. (DP 1)	Concepts and meta-language needed are demonstrated in the initial slides on sound production. E.g., Slides: *Phonemic Awareness: Focal Areas, Ground check; Basics of phonics*
	The notions of 'reception', 'production' and 'interaction' as key dimensions of language skills' development. (DP 1)	Slide: *How we produce the sounds*
	Knowledge of principles and rationale behind selection of commonly used teaching approaches. (DP 2)	Methodology for training learners in sound identification, differentiation and production (Slide: *Identification of position of sound*)

	Skills Using a range of core techniques to present and promote practice, and support learning of the target language (pronunciation). (DP 1)	The various techniques that are shown offer the teacher a range of strategies to choose from, depending on the level of the learners. Slide: *Identification of position of sound*
	Using basic teaching techniques for developing receptive skills and encouraging productive and interactive communication (DP 1)	Exposure through Video and expert's narrative, strategies for classroom interaction, e.g., Slides: *Activities for minimal pairs, Activities for sound differentiation, Activities for teaching rhymes, etc.*
	Effectively using different teaching/learning techniques for the development of receptive skills (DP 2)	Basic techniques for identifying and producing, e.g., *Activities to develop phonemic awareness.*
	Using a broad range of teaching approaches and techniques effectively and flexibly to fully develop receptive and productive skills. (DP 3)	Demonstration through classroom techniques - Slide: *Reinforce with practice drill and application*
Key Area 2: Resources and materials	**Knowledge** The main kinds of learning resources and ways they can be used for a limited range (DP 1)	Slide: *Let students imbibe the rules, Teach like this… Reinforce with practice drill and application*
	Skills Selecting, adapting and designing teaching/learning materials for a range of teaching situations to optimise learning outcomes (DP 2)	Slide: *Strategies for ear sensitization & training*
Key Area 3: Interacting with learners	**Knowledge** Basic principles and procedures for managing teacher-class interaction - whole class teaching, group work, pair work or individual activities (DP 1)	Various ways of querying learners, teaching how to interact with learners, strategies to teach syllables, e.g., *Teach like this* (Slides: *Video, with SME explaining concepts and terminology.*) The entire module shows various ways to identify sounds and syllables, ways to produce 's' vowels, consonants, diagraphs and blends. Strategies for ear sensitization & training demonstrate how to teach these to learners.
	Skills Efficiently setting up and monitoring a broad range of classroom language learning activities, flexibly alternating between whole-class and pair, group, and individual work, to optimise learning outcomes. (DP 2)	
Key Area 4: Lesson management	**Skills** Building in variety, improvisation as a means of sustaining learner engagement and motivation (DP 2)	Teacher will learn this from the wide range of strategies that have been shown throughout the module. E.g., Slide: *Strategies for ear sensitization & training.*

	Assessing, reacting and responding to learner needs on the spur of the moment. (DP 2)	Teacher's own ear sensitivity will develop once this module is completed, so that s/he can identify errors in learners and give appropriate feedback.
Key Area 6: Monitoring learning	**Knowledge** Impact of specific cultural, social and learning contexts on language learning and teaching (DP 2) Role of errors in the development of learners' language proficiency and in language learning (DP 2) **Skills** Giving feedback that is both useful and encouraging, helping learners to identify progress in learning and ways of seeking further practical support. (DP 2)	Once the teacher gets to know how the sounds are produced (Slide: *How we produce the sounds)* s/he will be able to identify mother tongue influences and neutralize them. While teaching some of the strategies, the teacher will learn how to turn the errors of the learner into an advantage and use them to improve their pronunciation. Strategies used throughout the module to make learners sensitive to sounds and stress help in developing this skill in teachers.
Eaquals Framework	**Eaquals Descriptors on 3 Levels**	**Examples from OTT Modules**
C. Assessment of Learning		
Key Area 1: Assessment and the curriculum	**Knowledge** Importance of learner's classroom performance in assessing learning needs (DP 1)	Once teacher has knowledge of learner's difficulties in pronunciation, s/he can guide the learner on their progression. The processes shown in the module facilitates this.
Key Area 3: Impact of assessment on learning	**Skills** Delivering feedback to learners in an appropriate manner (L1) Delivering feedback to the learner and helping the learner to use this in the further planning and development of their learning. (DP 2) Applying constructive and systematic approach to handling error. (DP 2)	Teacher will learn to map the errors to some of the fundamental rules of English pronunciation and give the necessary feedback. E.g., slides on *How we produce the sounds.*
Eaquals Framework	**Eaquals Descriptors on 3 Levels**	**Examples from OTT Modules**
D. Language, Communication and Culture		
Key Area 1: Using the target language effectively with learners	**Knowledge** …of ways in which communication difficulties can be overcome using various linguistic and interpersonal strategies. (DP 3) **Skills** Communicating at language level of learners (DP 2 and DP 3)	Video of Subject Matter Expert and the pedagogy relating to English pronunciation will provide a firm base for the teacher and this will help him/her discern correct strategy to use for individual learners.

Key Area 3: Giving sound language models and guidance	**Knowledge** Likely areas of difficulty in learning and using the target language up to B2 (DP 2) **Skills** Gives correct and well contextualized models and examples of usage. Provides easily understood and comprehensive guidance. (DP2)	Teachers, after doing the module will be able to provide the necessary support and opportunities for the learners. Examples shown in the module help a teacher see how to provide learners with right models. Slide: *How to pronounce the vowels and consonant, get the syllables correct.*
Eaquals Framework	**Eaquals Descriptors on 3 Levels**	**Examples from OTT Modules**
	E. Teacher as Professional	
Key area 1: Self-assessment and teacher autonomy	**Knowledge** Of a broad range of self-development processes and strategies (DP 2) Of a range of tools, resources, and processes to enhance strengths and to address areas of development (DP 2) **Skills** Identifying, selecting, recycling, incorporating and exploiting range of tools, processes and resources (DP 2)	After doing this module, teachers will be able to carry out the different tools and strategies as and when needed, based on individual learner needs. Teacher will learn to adapt, tweak, and recycle, and use material interchangeably for different tasks and processes.

Self-Checklist
(1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, 5 = Strongly agree)

9.   I can identify learning needs in speaking tasks.
10. I know the basic concepts that inform the rationale as to why I choose particular speaking tasks.
11. I understand the rationale, options and stages for planning speaking lessons, based on lesson aims and learners' needs
12. I can decide when to choose structured, semi-controlled or communicative speaking tasks.
13. I can give clear and relevant instructions and set up pair or group work for a speaking activity.
14. I can give clear and relevant instructions for a speaking activity.
15. I can give positive and constructive feedback to learners at different stages of a speaking lesson.
16. I can provide appropriate models and examples when teaching speaking.

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